

New York State Prekindergarten Program Quality Assurance Protocol

Grantee Name: Democracy Prep New York Charter Schools

Project Number(s): - -

Site Name: Democracy Prep Endurance

Street Address: 1529 Williamsbridge Road

City, NY, Zip: Bronx, NY 10461

Site Type*: CS

Program Administrator: Margaret Marrer

Title: Vice President of Academics

Email: mmarrer@democracyprep.org

Phone: n/a

This program participates in QUALITYstarsNY.

- Universal Prekindergarten (UPK)**
- Priority Prekindergarten (PPK)**
- Statewide Universal Full-Day Prekindergarten (SUFDPK)**
- Expanded Prekindergarten (EPK)**
- Federal Preschool Expansion (PDG)**
- Prekindergarten for Three-Year-Old Students (3PK)**

Reviewer(s): Andrew Kile and Ciani Jones

Site Visit Date: February 14, 2024

* Site Type* (Key):

- Approved Special Ed. Provider: 4410
- Charter School: CS
- Daycare Child Center: DCC
- Family Day Care Home: FDC
- Group Family Day Care Home: GFDC
- Head Start: HS
- Library: L
- Museum: M
- Nonpublic School: NPS
- Public School: PS

Promising Practices:

- Democracy Prep New York Charter Schools (“Democracy Prep”) opened its pre-K program during the 2022-23 school year to create a full pre-K to 12th grade program for families in the Bronx. After the recent departure of the program’s pre-K director, Democracy Prep is reconfiguring its leadership of the program to best support teachers.
- The program provides many opportunities for families to engage with leaders and teachers. These include parent teacher conferences and ‘coffee and conversations’ to engage with staff members.

Required Corrective Actions for Program Compliance:

- The program, as of 1/12/24, had many outstanding DOH compliance issues to regarding staff records and facilities issues.

Recommendations for Program Quality Improvement:

- Students did not display high levels of independence or engagement in center activities, and the Institute observed minimal teacher to student and student to student dialogue.
- Classroom walls can have more teacher/student created displays, these were mixed across classrooms.

Using the Quality Assurance Protocol

The Quality Assurance Protocol has been developed to help ensure comprehensive and consistent monitoring of program quality in providers of full-day prekindergarten programs pursuant to New York State Education Law Section 3602-e and 3602-ee. While this document is intended for use by program monitors, it may be used by school districts and individual entities as a self-assessment tool and to assist in preparing for a smooth monitoring visit.

Purpose: The purpose of the Quality Assurance Protocol is to engage prekindergarten program providers in creating and maintaining a high-quality prekindergarten program, and to be used as an ongoing tool by the Department for technical assistance and support.

Instructions: The 'Indicators of Compliance' column outlines the indicator to be evaluated. The 'Supporting Documents' column lists documents that may be used to support successful implementation of the applicable indicator. At the end of each Quality Standard Section there is a list of observable practices that indicate quality. *These lists, while not totally inclusive, may assist an observer evaluating a program's quality.*

A representative of the monitoring team will contact the grantee prior to the monitoring visit to specify which documents will be required. School districts are reminded to share the Quality Assurance Protocol with partnering community providers.

Definitions for Program Performance:

0: Non-compliant	Evidence shows <i>negligible effort</i> in adhering to and meeting compliance indicators and no effort through observable and documented efforts.
1: Minimal	Evidence shows <i>inconsistent effort</i> in adhering to and meeting compliance indicators and little effort to be compliant through observable and documented efforts.
2: Acceptable	Evidence shows <i>consistent effort</i> in adhering to and meeting compliance indicators and some effort to go beyond minimum compliance through observable and documented efforts.
3: Enhanced	Evidence shows <i>strong effort</i> in adhering to and meeting compliance indicators and strong effort to go beyond acceptable compliance through intentional observable and documented efforts.
4: Excels	Evidence shows <i>outstanding effort</i> in adhering to and meeting compliance indicators and outstanding effort to go beyond enhanced compliance through intentional observable and documented efforts.

A: Facility Quality

Indicators of Compliance		Sources of Evidence	Program Performance
A-1	<p>The facility's design, equipment, and materials advance child development and early learning.</p> <p><i>Part 155.1(b) – Facilities shall be designed and constructed to provide for the health and safety of occupants, with consideration of educational and planning efficiency, conservation of natural resources, practicality, and initial and long-range economy, and shall support an environment within the facility which is conducive to learning.</i></p> <ul style="list-style-type: none"> • There is adequate lighting and ventilation. • The temperature of the room is within the normal comfort range and is consistent with the rest of the building. • The room is clean. • The room is free of objects and fixtures that could be dangerous to a student. 	<input checked="" type="checkbox"/> Reviewer Observation <input type="checkbox"/> Other:	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
A-2a	<p>The site is in Good Standing.</p> <p><i>Review of day care license demonstrates good standing.</i></p>	<input checked="" type="checkbox"/> Review of inspections on OCFS or DOHMH website <input type="checkbox"/> Other:	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not applicable (District)
A-2b	<p>The site has a process for requiring that violations classified:</p> <ul style="list-style-type: none"> • as an “imminent danger” by the Office of Children and Family Services OR • as a “public health hazard” by the New York City Department of Health and Mental Hygiene are immediately corrected. 	<input type="checkbox"/> Written Procedure/Policy <input checked="" type="checkbox"/> Other: Leader Interview	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not applicable (District)

A-3	Facility inspection has been completed. The site maintains all applicable documents: <ul style="list-style-type: none"> • Fire and safety inspection • Day care license • Record of fire drills • Fire drill schedule • Certificate of Occupancy • Emergency evacuation plan • Health/medical emergency procedures 	<input checked="" type="checkbox"/> Date of Last Inspection: 12/19/23 <input checked="" type="checkbox"/> Name of Inspection Agency: DOHMH	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
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A: Facility Quality Comments:

- The program had a few violations relating to the facility (such as peeling paint in rooms), using the correct background check agency (as required by UPK), medical records and vaccinations of staff members, and specific trainings for teachers. The DOH followed up on January 12, 2024, and the program made some corrections and was actively working with staff members to get specific records in place. It is common in the first few years of operation for a program to recognize the many different reporting requirements required by pre-K programs that differ from the charter school programs.
- Democracy Prep will be transitioning its pre-K program to a new facility for the 2024-25 school year. The current facility offers small classrooms that present minor movement restrictions, and classrooms do not offer windows facing the outdoors.

Facility Evidence of Quality	I =Implemented, N/I =Not Implemented		Comments
	I	N/I	
Outdoor play area provides adequate space for children to play safely.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	•
Outdoor play area provides appropriate equipment for different abilities.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	•
The bathroom is immediately accessible and barrier free.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	•
The classroom space is arranged in “areas” for designated learning.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	•
The classroom space allows for safe movement and activity for the number of children enrolled.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	•

B: Curriculum

Indicators of Compliance		Sources of Evidence	Program Performance (0-4)
B-1	<p>The program uses a written curriculum or curriculum framework that:</p> <ul style="list-style-type: none"> aligns with the NYS Prekindergarten Foundation for the Common Core, which ensures continuity with the NYS P-12 Common Core Learning Standards in ELA and Math; is developmentally appropriate; and is evidence-based. 	<input checked="" type="checkbox"/> Written Curricula/Curricular Framework <input type="checkbox"/> Reviewer Observation <input checked="" type="checkbox"/> Other: Leader Interview	2
B-2	<p>There is evidence that teachers and staff participate in high-quality professional development regarding curriculum.</p>	<input type="checkbox"/> Written Policy/Procedure <input checked="" type="checkbox"/> Agendas / Presentation Materials / Sign-in Sheets <input checked="" type="checkbox"/> Other: Leader Interview, Curricular Resources	2
B-3	<p>The program has implemented the appropriate accommodations, modifications, and supports to enable preschool children with disabilities effective inclusion in the full range of the program's activities</p>	<input type="checkbox"/> Written Policy/Procedure <input checked="" type="checkbox"/> Reviewer Observation <input checked="" type="checkbox"/> Other: Leader Interview, Curricular Resources	2
B-4	<p>The program has implemented appropriate modifications and supports to ensure that participating children who are English Language Learners are provided equal access to the program and opportunities to achieve the same program goals and standards as all students.</p>	<input type="checkbox"/> Written Policy/Procedure <input checked="" type="checkbox"/> Reviewer Observation <input checked="" type="checkbox"/> Other: Leader Interview, Curricular Resources	2

B: Curriculum Comments

- Democracy Prep has opted into NYCDOE resources and supports, and currently offers the DOE provided curriculum for its pre-Kindergarten programming. The site also receives instructional coaching and counseling supports from the DOE.
- At the time of the visit, it was difficult to clearly observe the thematic unit given the lack of unit-related materials on walls and in the use of centers.

Curriculum Evidence of Quality	I =Implemented, I/P =In Process, N/I =Not Implemented			
	I	I/P	N/I	Comments
Curriculum and plans are aligned with the Prekindergarten Foundation for the Common Core and cover the five domains of development: approaches to learning; physical development and health; social and emotional development; communication, language and literacy; cognition and knowledge of the world.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•
Lesson plans include opportunities for whole group, small group, and individualized learning opportunities.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•
Plans contain opportunities that consistently provide engaging play based activities that foster rigorous habits, higher order thinking skills, and problem solving through hands-on experiential learning.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•
Curriculum and center based learning experiences are customized to meet the diverse needs of all learners, as evidenced by student portfolios and/or authentic work samples.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•
Curriculum and center based learning experiences provide opportunities for children to exchange ideas and/or engage in conversations and discussions, with peers and adults, which promote articulation and vocabulary development.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	• Institute team members observed inconsistent degrees of conversation and discussion, whether peer to peer or peer to adult.
Curriculum and academic tasks follow developmental trajectory (<i>For example, prerequisite to understanding the concept of adding on, children need to understand one-to-one correspondence</i>).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•
Curriculum content is accurate and ensures that children are provided accurate understandings and information.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•
Curriculum content is relevant to children's interests and experiences.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•

C: Learning Environment, Materials, and Supplies

Indicators of Compliance		Sources of Evidence	Program Performance (0-4)
C-1	The program's use of space, scheduling, and other environmental factors will promote student learning and development. <i>For example, the classroom is divided into clearly defined, well-equipped learning centers. Examples of learning centers may include, but are not limited to: dramatic play; blocks and construction; library, language arts, technology/media; science and nature; mathematics and manipulative materials; writing; creative arts; sand and water play; music; and those that have been developed using principles of Universal Design, or have been modified or adapted to meet the unique needs of preschool students with disabilities.</i>	<input checked="" type="checkbox"/> Reviewer Observation <input type="checkbox"/> Other:	2
C-2	The program uses valid and reliable measures of environmental quality that allows it to evaluate the program's strengths and weaknesses and make improvements that will increase program quality. <i>*Required for PPK, EPK, and 3PK grants</i>	<input type="checkbox"/> Completed environmental rating scale(s) <input type="checkbox"/> Action plans <input checked="" type="checkbox"/> Other: Leader Interview	2
C-3	The daily schedule has a balance of intentionally-planned active and quiet play; indoor and outdoor gross motor activities; and individual and small group activities.	<input checked="" type="checkbox"/> Program Calendars/Schedules <input type="checkbox"/> Lesson Plans <input type="checkbox"/> Other:	2
C-4	The teachers' use of selected classroom materials for activities promotes student learning and development opportunities.	<input checked="" type="checkbox"/> Written Curricula <input checked="" type="checkbox"/> Reviewer Observation <input type="checkbox"/> Lesson Plans <input type="checkbox"/> Other:	2
C-5	The program has implemented activities that will promote student learning and development opportunities and will encourage students to be self-assured and independent through a balanced schedule of teacher-initiated and child-initiated learning activities.	<input checked="" type="checkbox"/> Activity Schedule <input checked="" type="checkbox"/> Reviewer Observation <input type="checkbox"/> Lesson Plans <input type="checkbox"/> Other:	2

C: Learning Environment, Materials and Supplies Comments

- The Institute observed students engaged in center-based activity across classrooms, but the thematic focus of the unit of study was not readily evident in the display of student work or center materials.
- The Institute also observed instances in which students remained idle for long periods during center time or engaged in inappropriate behavior that went unaddressed by the facilitators.
- The program opts in to the DOE's supports, which is now providing programs with a tool to measure environmental quality. The program should ensure it uses this tool regularly to monitor its environmental quality.

Learning Environment, Materials, and Supplies Evidence of Quality	I =Implemented, I/P =In Process, N/I =Not Implemented			Comments
	I	I/P	N/I	
Classroom Environment				
Program resources (materials, space, technology, instructional supports) are aligned to, and support the program's goals.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•
Daily schedule is posted; is referenced daily; is represented in pictures and words; and is displayed at children's eye level.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•
Age appropriate materials are varied and within children's reach so that children can use them independently.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•
There is space for whole group meetings and opportunities for peer interactions and conversations.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•
There is an area set aside where an individual child or a small group of children can engage in quiet activity.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•
There is a private space for each child's possessions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•
Displays are authentic, child-made, process driven, and reflect students' individuality.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	• Displays are inconsistent between classrooms.
Student work demonstrates students' understandings or questions about their world and their surroundings.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	• The program would benefit from posting more examples of student work.
Classroom environment and materials reflect diverse cultures and abilities (e.g., dolls, puppets, block accessories, books, food, pictures/posters).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•

Interest Areas/Learning Centers												
A center management system is prominently displayed and used daily.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<ul style="list-style-type: none"> The program did not have a formal management system. 								
Learning centers are well-equipped with an appropriate amount of materials, are easily accessible, and allow for engagement of all students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> 								
Learning center materials reflect an inclusive and culturally diverse classroom environment.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> 								
Students have access to an assortment of theme/unit or study-related materials for independent inquiry and exploration.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> The theme was unclear to observers, rooms had minimal reflection of the thematic unit. 								
Appropriate reading and/or writing materials are accessible in all learning centers to promote literacy development.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> 								
Interest area items are labeled with print and pictures.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> 								
Teachers use activities that promote concrete experiential learning.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> 								
<p>Clearly-defined learning centers:</p> <table border="0"> <tr> <td><input checked="" type="checkbox"/> Manipulatives and Mathematics</td> <td><input checked="" type="checkbox"/> Literacy (Library, Language Arts/Media/Writing)</td> </tr> <tr> <td><input type="checkbox"/> Dramatic Play</td> <td><input checked="" type="checkbox"/> Sand and Water Play/Sensory Area</td> </tr> <tr> <td><input checked="" type="checkbox"/> Blocks and Building</td> <td><input checked="" type="checkbox"/> Creative Arts</td> </tr> <tr> <td><input checked="" type="checkbox"/> Science/Discovery</td> <td><input type="checkbox"/> Music/Movement</td> </tr> </table>					<input checked="" type="checkbox"/> Manipulatives and Mathematics	<input checked="" type="checkbox"/> Literacy (Library, Language Arts/Media/Writing)	<input type="checkbox"/> Dramatic Play	<input checked="" type="checkbox"/> Sand and Water Play/Sensory Area	<input checked="" type="checkbox"/> Blocks and Building	<input checked="" type="checkbox"/> Creative Arts	<input checked="" type="checkbox"/> Science/Discovery	<input type="checkbox"/> Music/Movement
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<input type="checkbox"/> Dramatic Play	<input checked="" type="checkbox"/> Sand and Water Play/Sensory Area											
<input checked="" type="checkbox"/> Blocks and Building	<input checked="" type="checkbox"/> Creative Arts											
<input checked="" type="checkbox"/> Science/Discovery	<input type="checkbox"/> Music/Movement											
<p>Comments</p> <ul style="list-style-type: none"> Democracy Prep learning centers are equipped with accessible, differentiated materials for students of different abilities; however, the program has room to improve student engagement behavior during center activities. 												
Teacher/Student Interactions												
Teachers use multiple strategies to facilitate engagement, participation, and learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<ul style="list-style-type: none"> The team observed multiple instances where students had downtime in which students did not engage in activities. 								
Teachers ask open-ended questions to promote higher-order thinking and provide students with opportunities to generate ideas, while allowing students enough time to respond.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<ul style="list-style-type: none"> The team did not observe many opportunities where teachers asked questions rather than speaking to students. Few open-ended questions were asked during the observations. 								

Teachers encourage students' persistence and scaffold when students are having difficulty.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> Teachers did not demonstrate a full awareness to when students had difficulty, both from an academic and behavioral standpoint.
Teachers frequently promote language use by modeling advanced language, repeating and extending students responses.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<ul style="list-style-type: none"> Teachers missed multiple opportunities to promote language. The team did not observe any instance of modeling advanced language, repeating, or extending student responses.

D: Family Engagement and Support

Indicators of Compliance		Sources of Evidence	Program Performance (0-4)
D-1	Families are provided information regarding programmatic quality standards, including the process by which the program meets the standards.	<input type="checkbox"/> Records of Correspondence <input checked="" type="checkbox"/> Other: Leader Interview	2
D-2	The program has implemented strategies to ensure the active engagement of parents and/or guardians in the education of their children, and do so in a language they understand.	<input type="checkbox"/> Promotional Information <input type="checkbox"/> Translated Materials <input type="checkbox"/> PD Agendas <input checked="" type="checkbox"/> Family Outreach Materials <input checked="" type="checkbox"/> Other: Leader Interview	2
D-3	Families complete a program evaluation or survey annually and results are used for program improvement.	<input type="checkbox"/> Annual Evaluation Tool <input checked="" type="checkbox"/> Other: Leader Interview	2
D-4	The program provides, directly or through referral, support services to children and their families necessary to support the child's participation in the prekindergarten academic program. <i>Support services are provided to the maximum extent practicable in the language or mode of communication which the parents and/or guardians and the child best understand.</i>	<input type="checkbox"/> Written Procedure/Policy <input type="checkbox"/> Referral Information <input checked="" type="checkbox"/> Other: Leader Interview	2

D: Family Engagement and Support Comments

- Democracy Prep keeps families informed of student progress via parent teacher conferences and newsletters, and all parents are welcome to participate in classroom activities as part of the school's open door policy.
- Democracy Prep also offers a Family Leadership Council and periodic "Coffee and Conversation" meetings that allow families to ask questions and offer feedback to school leadership.

Family Engagement and Support Evidence of Quality	I =Implemented, I/P =In Process, N/I =Not Implemented			
	I	I/P	N/I	Comments
Families are welcomed and encouraged to collaborate with program staff.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•
Procedures are in place to actively involve each child's family in the overall program.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•
Written materials and notices sent home are available in the primary language of the families.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•
Translators are provided for family members who speak languages other than English.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•
Families are supported in understanding strategies to promote and extend learning at home.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•
Families are provided opportunities to participate in decision-making and policy-setting of the program.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•
Families are made aware of the program's goals.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•
Student progress is communicated to families consistently and frequently, in culturally and linguistically responsive ways.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•

E: Staffing Patterns, Teacher Education and Experience

Indicators of Compliance	Sources of Evidence	Program Performance (0-4)
<p>E-1</p> <p>The program ensures that the maximum class size is twenty students.</p> <ul style="list-style-type: none"> For classes up to eighteen students, there must be at least one teacher and at least one paraprofessional assigned to each class. For classes of nineteen or twenty students, there must be at least one teacher and at least two paraprofessionals assigned to each class. <p>Note: maximum class size for FDC programs is six students and maximum class size for GFDC programs is 12 students.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Class Lists <input type="checkbox"/> Written Procedure/Policy <input type="checkbox"/> Other: 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<p>E-2</p> <p>The program has written procedures in place for ensuring that all prekindergarten teaching staff members are appropriately certified, or in the case of eligible agencies, have a bachelor's degree in early childhood education or a related field and will obtain certification within the applicable timeline, including but not limited to having a written plan in place.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Teacher Certification Records <input type="checkbox"/> Teacher Study Plans <input type="checkbox"/> Written Procedure/Policy <input checked="" type="checkbox"/> Other: Leader Interview 	<p>2</p>
<p>E-3</p> <p>The program uses valid and reliable measures of teacher-student interactions to increase the understanding of the impact of the various interactions that occur within classrooms and to identify and support the use of classroom practices and processes that have the most positive effects on children's learning.</p> <p><i>*Required for PPK, SUFDPK, EPK, 3PK grants</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Observation Records <input type="checkbox"/> Reviewer Observation <input checked="" type="checkbox"/> Other: Leader Interview 	<p>2</p>
<p>E-4</p> <p>The program provides quality professional development to all staff and teachers based upon the instructional needs of students and integrated with Kindergarten - Third Grade curriculum.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PD Meeting Agendas <input type="checkbox"/> Sign-In Sheets <input type="checkbox"/> Meeting Evaluations <input type="checkbox"/> Reviewer Observation <input checked="" type="checkbox"/> Other: Leader Interview 	<p>2</p>

E: Staffing Patterns, Teacher Education and Experience Comments

- Democracy Prep pre-K leaders conduct routine, informal classroom observations and provide feedback to teachers pertaining to classroom management, supporting students with IEPs, and behavioral interventions.
- The program opts in to the DOE supports, which is now providing a tool for programs to monitor their teacher/student interactions. The program should use this tool to monitor and improve the current teacher/student interactions.

Staffing Patterns, Teacher Education and Experience Evidence of Quality	I =Implemented, I/P =In Process, N/I =Not Implemented			Comments
	I	I/P	N/I	
Classes are staffed to meet the appropriate ratios: <ul style="list-style-type: none"> • At least 1 teacher and 1 paraprofessional for 18 children. • At least 1 teacher and 2 paraprofessionals for 19 or 20 children. 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•
The Program has on file copies of the required credentials for each staff member.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•
The program has written procedures to ensure that all staff members are appropriately certified, including the tracking of the three year/five year plan for certification as used by teachers in a community agency.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•
Strategic hiring practices are evident with <i>intentional</i> teacher and paraprofessional <i>pairings</i> to meet the needs of students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The district or agency requires programs to adopt a policy for the recruitment and retention of a workforce that demonstrates commitment to diversity and having staff reflect its community.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•
Teaching staff have individual professional development plans that align with core competency areas as defined in The Core Body of Knowledge.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•
There is a system in place for tracking the professional development provided by the program and based on the needs of the children attending.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•
Professional development is integrated with the needs of Kindergarten through Third Grade.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•
All employees have formal, written performance assessments at least annually.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•

The Principal/Director serves as a source of support for staff by facilitating ongoing opportunities for learning and development.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•
The Principal/Director observes each classroom to provide constructive feedback and follow-up in order to improve teacher competency, and to ensure best practices.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•
The Program makes use of data from CLASS or another valid and reliable measure of teacher/child interactions for program improvement.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•
Teachers and paraprofessionals meet regularly with an identified purpose such as curriculum planning, analyzing student data, sharing best practices, etc.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•

F: Physical Well-being and Health

Indicators of Compliance		Sources of Evidence	Program Performance (0-4)
F-1	The program has a variety of daily opportunities for students to engage in physical activities that are developmentally appropriate, structured and unstructured, and moderate to vigorous (both inside and outside) throughout the day.	<input checked="" type="checkbox"/> Daily Schedule <input type="checkbox"/> Other:	3
F-2	The program provides appropriate meals and snacks to ensure that the nutritional needs of the children are met.	<input type="checkbox"/> Participant Guidelines <input checked="" type="checkbox"/> Menu of meals and snacks <input type="checkbox"/> Other:	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
F-3	Meals and snacks are provided: <ul style="list-style-type: none"> in an environment conducive to interaction between staff and children and at a time appropriate to meet the children's needs, providing sufficient time for eating and interaction. 	<input checked="" type="checkbox"/> Daily Schedule to Include Meals and Snack <input type="checkbox"/> Other:	2

F: Physical Well-being and Health Comments

- Democracy Prep offers an outdoor play area and opportunities for physical activity within the classroom setting.
- The program partners with the NYCDOE to provide school breakfast, lunch, and snack.

Physical Well-being and Health Evidence of Quality	I =Implemented, I/P =In Process, N/I =Not Implemented			
	I	I/P	N/I	Comments
Daily schedule allows for a balance of active and quiet play.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•
Classrooms contain materials that promote movement (e.g., dancing scarves and ribbons, technology used for movement activities).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•
A weekly calendar of nutritious snacks and/or meals is provided and posted in the classroom.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•
Staff and children engage in extended, spontaneous conversations during snack/meal time.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•

G: Partnerships with Non-Profit, Community and Educational Institutions (including transitions in and out of program)

Indicators of Compliance		Sources of Evidence	Program Performance (0-4)
G-1	The grantee has partnerships to support the non-academic needs of young children and their families, which may include: health and human service providers; cultural, educational, business and other community resources.	<input checked="" type="checkbox"/> Written Procedure/Policy <input checked="" type="checkbox"/> Other: Leader Interview	2
G-2	The grantee has articulated transition strategies to ensure alignment between prekindergarten and kindergarten and successful transition to and collaboration with kindergarten programs.	<input type="checkbox"/> Meeting Agendas <input type="checkbox"/> Parent Sign-In Sheets <input type="checkbox"/> Written Procedure/Policy <input checked="" type="checkbox"/> Other: Leader Interview	2

G: Partnerships with Non-Profit, Community, and Educational Institutions Comments

- The program provides families with many materials that relate to the Kindergarten transition and offers returning families (matriculating to Kindergarten) an end of year meeting.

Partnerships Evidence of Quality	I =Implemented, I/P =In Process, N/I =Not Implemented			
	I	I/P	N/I	Comments
The grantee works with a variety of stakeholders to ensure the needs of children and families are supported within the community.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•
The grantee supports children and families transitioning out of the prekindergarten program to other educational settings (kindergarten; another prekindergarten or preschool; support for parents into job training; support groups, etc.).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•
Effective transition strategies are in place to assist children and their families transitioning into the Pre-K program.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•
Orientation meetings are held to support transition in and out of the prekindergarten program.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•
Opportunities exist for all providers of prekindergarten and preschool within the community to meet together to discuss getting ready for kindergarten.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•

H: Program Oversight and Fiscal Management

Indicators of Compliance		Sources of Evidence	Program Performance
H-1	There is a plan to assess the effectiveness of the prekindergarten program and to correct any identified program deficiencies.	<input checked="" type="checkbox"/> Written Procedure/Policy <input checked="" type="checkbox"/> Teacher Evaluations <input checked="" type="checkbox"/> Program Evaluations <input type="checkbox"/> Action Plans <input checked="" type="checkbox"/> Other: Leader Interview	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
H-2	When offering a full-day prekindergarten program, administrators must ensure that instruction occurs for a minimum of five hours per day, 180 days per year.	<input checked="" type="checkbox"/> Written Procedure/Policy <input type="checkbox"/> Eligibility Documentation <input type="checkbox"/> Other:	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
H-3	There is a plan to ensure that the measures of student outcomes will not be used to prohibit or discourage a child's enrollment in kindergarten.	<input type="checkbox"/> Written Procedure/Policy <input type="checkbox"/> Eligibility Documentation <input checked="" type="checkbox"/> Other: Leader Interview	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
H-4	The program has a plan to monitor compliance with program requirements across all prekindergarten settings.	<input checked="" type="checkbox"/> Written Procedure/Policy <input checked="" type="checkbox"/> Teacher Evaluations <input checked="" type="checkbox"/> Program Evaluations <input checked="" type="checkbox"/> Other: Leader Interview	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

H-5	The program has a plan to monitor compliance with fiscal requirements across all prekindergarten settings.	<input checked="" type="checkbox"/> Written Procedure/Policy <input type="checkbox"/> Spending Reports/Invoices <input type="checkbox"/> Other:	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
H-6	The program's spending reports are supported by detailed invoices and other financial and programmatic records.	<input checked="" type="checkbox"/> Written Procedure/Policy <input type="checkbox"/> Invoices <input type="checkbox"/> Fiscal/Program Records <input type="checkbox"/> Other:	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
H-7	The program has in place a system to review fiscal records regularly, safeguard against supplanting funds, and establish check and balance controls to mitigate fraud risks.	<input checked="" type="checkbox"/> Written Procedure/Policy <input type="checkbox"/> Other:	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
H-8	The program has a system in place to verify student eligibility.	<input checked="" type="checkbox"/> Written Procedure/Policy <input checked="" type="checkbox"/> Eligibility Documentation <input checked="" type="checkbox"/> Other: Leader Interview	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

H: Program Oversight and Fiscal Management Comments

- Network-level staff manage pre-K enrollment processes and student eligibility verification using the SchoolMint platform.

Program Oversight and Fiscal Management Evidence of Quality	I =Implemented, I/P =In Process, N/I =Not Implemented			
	I	I/P	N/I	Comments
The program goals are reviewed by directors, teachers, staff and families at least twice a year.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•
The program has written job descriptions for all positions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•
Each employee is given an employee handbook when hired.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•
The program's spending reports are supported by detailed invoices and other financial and programmatic records.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•
The program has documentation to support oversight of all State-funded prekindergarten providers (e.g., completed Quality Assurance Protocols, ECERS, CLASS)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•

I: Screening and Assessment

Indicators of Compliance		Sources of Evidence	Program Performance (0-4)
I-1	The program has in place a child screening and assessment process that complies with applicable regulations, including procedures for collecting and protecting screening and assessment results and provisions for sharing results with families.	<input type="checkbox"/> Written Procedure/Policy <input checked="" type="checkbox"/> Assessment tools <input checked="" type="checkbox"/> Other: Leader Interview	2
I-2	The program has a process for assessing the developmental baseline and progress of all children participating in the program. At minimum, such process provides for assessment in the development of language, cognitive, and social skills.	<input type="checkbox"/> Written Procedure/Policy <input checked="" type="checkbox"/> Assessment data <input checked="" type="checkbox"/> Other: Leader Interview	2

I: Screening and Assessment Comments

- Democracy Prep uses the ASQ Ages and Stages screener to establish baseline needs and performance for students entering pre-Kindergarten.

Screening and Assessment Evidence of Quality	I =Implemented, I/P =In Process, N/I =Not Implemented			
	I	I/P	N/I	Comments
The program uses a developmental screening tool that is valid and reliable.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•
The program documents the developmental progress of each child using an assessment tool(s) that is valid and reliable.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•
The program can document that screening and assessment results are used to inform instruction that addresses the needs of individual children.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•
The program can document that aggregated screening and assessment results are used to inform program practice.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•
Staff receives professional development in effective use of screening and assessment data.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•